



CSU Channel Islands
DRAFT -August 18, 2010

Pilot Conversion Review Template for External Review Site Visit and Report

The external review of the CSU Channel Islands graduate programs will serve as a key document in the University's request to the CSU Office of the Chancellor and the California Postsecondary Education Commission (CPEC) to convert the program from pilot to regular status.

The external reviewer is asked to use this template and rubric to assist in preparing for and organizing the site visit. **The completed template will constitute the reviewer's final report.** The template parallels the organization of the program's pilot conversion report, emphasizing the CPEC criteria for review contained in it.

The reviewer is invited to provide comments and recommendations. Comments can include reference to information or conversations, observations about campus practices, and statements about program strengths, weaknesses, and areas of improvement. Recommendations should be specific suggestions for improvement, irrespective of whether that improvement should be initiated at the program, division, or university level. In this fashion, the review will serve the program's goal of assessing program strengths and student learning. *The reviewer need not provide a recommendation after each item.*

Finally, at the end of the **Pilot Conversion Review Template** the reviewer will find space to provide a recommendation whether the program should be converted from pilot to regular program status and make summary comments.

CSU policy on pilot programs and their conversion are found at www.calstate.edu/app/documents/pilot_procedures.pdf and www.calstate.edu/app/documents/program_modification/pilot_conversion.pdf

External Reviewer Information:

Program Name: CSU Channel Islands, Master of Business Administration	Date of Site Visit: 10/27-28/2010
External Reviewer Name: Deborah Cours, Ph.D.	Affiliation: CSU Northridge, MBA Director

RUBRIC ASSESSMENT SCALE

STAGE	DESCRIPTION
Initial	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
Emerging	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
Developed	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources available to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
Highly Developed	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

Pilot Conversion Review Template

Instructions: Narrative responses should be made in the "Comments and Recommendations" sections below each criterion for review. Please enter responses in paragraph form. Text boxes will expand as information is entered. Recommendations are not required for every section. Reviewers may indicate an assessment state for each criterion using the rubric scale above.

I. Student Demand and Societal Need		
CRITERION FOR REVIEW	INQUIRY	Stage
A . Societal Need	Has the program established that there are sufficient employment opportunities for graduates?	<div>Highly</div> <div>Developed</div>
Comments: Extensive research on the community, economic situation and employers needs document employment opportunities for the graduates of the MBA program. Corporate participation, particularly with Amgen and Merck, demonstrate community need. Advisory board members from the community also report a need for employees with MBA degrees in Ventura County.		
Recommendations: None.		
B. Student Demand	Does the program provide evidence of student interest in enrolling in the program?	Developed
	Does the program provide a list of other CSU and/or neighboring campuses offering the program?	Highly Developed
Comments: Data were provided that document increasing growth in number and quality of program applicants. Information about other		

<p>programs convincingly demonstrate the underserved nature of the region for quality and affordable MBA programs. The design of this program specifically addresses student needs. Students like the convenience of the evening, cohort program and the location of the Thousand Oaks facilities. Expansion to Santa Barbara will serve another under-served population that has demonstrated need and interest in the degree. No other equivalent programs are available in the region. Comparable programs in Thousand Oaks are Cal Lutheran and Pepperdine; CSU Channel Islands represents the only public university offering the MBA in this region.</p>		
<p>Recommendations: None.</p>		
C. Program Distinctiveness	Is the program distinctive from the graduate programs listed above and provide for the advancement of the field?	Developed
<p>Comments: CSU Channel Islands has created a unique program in the area: it offers a cohorted, integrated curriculum. Students and alumni appreciate the small classes and individual attention. The dual degree partnership with the MS Biotechnology offers a unique focus and serves the needs of students and employers in the region.</p>		
<p>Recommendations: As program size increases, maintain your distinctive student service while possibly expanding elective offerings or concentrations.</p>		

II. Program Purpose and University Mission		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Program Mission and Operating Practices	Is the graduate program appropriate to and supportive of the institution and the division's mission?	Developed
	Does the program have organizational structures and procedures for its key activities such as advising, scheduling, and program development?	Developed
<p>Comments: The MBA program has an interdisciplinary and creative feel that reflects the small, integrated nature of the Channel Islands campus. The faculty appreciate the opportunity for creativity and experimentation in elective courses. The MBA faculty are well integrated with other programs. Students appreciate the accessibility of MBA program staff and faculty. The intimate facilities at the Thousand Oaks campus offer students the opportunity to interact and to feel like a community. The staff, faculty and administrators are warm and student centered. Dean Berg and Director Cordeiro have responded to early concerns about student services with registration and financial aid. Student and alumni satisfaction is high. Current reorganization will structure the division to better serve students and faculty with the addition of the Santa Barbara campus.</p>		
<p>Recommendations:</p>		

III. Existing Programs in the Field		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Program	Is the program distinctive from the graduate programs listed above?	Developed

Distinctiveness		
Comments: The Channel Islands MBA program is distinctive from other MBA programs. It is the only public university MBA program in the region. It is designed for working professionals, and the administrators strictly adhere to admissions requirements of professional experience. The foundation courses, required for non-business undergrad majors, are conveniently delivered online. Small classes and excellent access to faculty and staff create a supportive environment. The unique dual degree program with Biotechnology represents a significant successful point of differentiation.		
Recommendations: None.		

IV. Achieving Educational Outcomes		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Curriculum Requirements and Expectations for Learning	Does the program's curriculum and degree requirements reflect high expectations of students?	Developed
	Is that curriculum reflective of current standards in the discipline?	Developed
Comments: The curriculum reflects a standard, rigorous, MBA curriculum. Emphasis on leadership, entrepreneurship and internationalization is on top of trends in the field and demands of students and employers. Although the program is not AACSB-accredited at this time, Director Cordeiro, with the faculty, notably manages curriculum to the same standards required of accreditation. Cordeiro noted that in the Santa Barbara market, wealth management would be a viable focus in addition to the existing emphasis on leadership and entrepreneurship.		
Recommendations: Program growth will allow for more choices in electives and possibly the creation of concentrations or options within the degree program.		
B. Maintenance and improvement of Quality	Does the program regularly collect course and program learning data?	Emerging
	Is that data analyzed, available, and used for program improvement?	Emerging
Comments: The program administrators have been dedicated to the use of data in the creation and delivery of the curriculum. Dean Berg has contracted Eduventures for data collection including focus groups of students and graduates have been used to improve student services and program delivery. Student evaluations of teaching effectiveness are used to evaluate faculty, and are considered in faculty hire and deployment decisions. A complete set of course and program learning goals are identified and coordinated to ensure coverage of program learning goals across the program. The program is taking the next steps to implement embedded assessment within the courses to collect learning assurance measures of course and program learning goals. Cordeiro is working with the faculty to identify efficient ways to collect and analyze the data. Given the program's reliance on other sources of data for program improvement, there is no concern that a closed-		

loop system will be properly utilized.		
Recommendations: I encourage the program to implement the use of the assignment rubrics – a large sample of rubrics were provided – to collect course and program learning assurance data. We discussed several ways to do this efficiently, including sampling, and the importance of providing the data to the faculty and curriculum committees for closed-loop program improvement.		
C. Timeliness of Degree Attainment	Do students in the program attain the degree in a timely fashion?	Highly Developed
Comments: Data provided show retention and graduation rates averaging above 90% -- well above average for a part-time MBA program, according to industry data. The cohort program encourages student retention and completion. The program is designed for students to complete the program in under two years.		
Recommendations: None.		
D. Involvement of Students in Curricular Activities	Are students active participants in the learning process? Consider whether the program provides opportunities for students to participate in curricular-related activities, such as research, laboratory, and creative opportunities.	Developed
	Does the program require an appropriate culminating experience for those completing the graduate program?	Developed
Comments: Conversations with students and alumni, as well as discussions with faculty, reveal a high level of interaction between faculty and students. Experiential learning is also emphasized through hands on learning. The business student club allows MBA students the opportunity to be more engaged with the College, and the Advisory Board includes an MBA student member. The international experience allows students the opportunity for a study trip abroad. The culminating experience uses the Business Simulation Game (BSG), a well-developed online strategy "game" that is used by business schools worldwide. The simulation allows students to demonstrate mastery of MBA-level skills, knowledge and abilities through rigorous analysis of financial and market data, strategy development and implementation, and reaction to competitive and international influences.		
Recommendations: As program grows in size, student body will reach sufficiency to create a club specifically for MBA students. The BSG game provides assessment data that can play an important part of the program learning assurance program.		

V. Program Costs and Resources		
CRITERION FOR REVIEW	INQUIRY	Stage
A. Faculty Resources	Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity, to support its academic program in a manner consistent with its objectives?	Developed
Comments: The full-time faculty is small in number but sufficient, with appropriate use of part-time faculty, to cover the needs of the MBA program. The self-support nature of the MBA program provides faculty with an appreciated opportunity for extra employment. The faculty mention the high service requirement given the small size of the business faculty, but all are extremely dedicated to the MBA and undergraduate business programs as well as to the continued growth and success of the university. The faculty are collegial and engaging. Students and alumni are highly satisfied with the quality of the faculty.		
Recommendations: As resources allow, hires of additional faculty will be necessary. Maintaining AACSB-level standards is encouraged; hiring		

part-time faculty who meet these standards (AQ/PQ) will keep the program on track for eventual accreditation.		
B. Professional Staff	Does the program employ professional staff --support coordinator, technicians, lab assistants --sufficient to support the academic program?	Developed
Comments: The professional staff are dedicated to student success. The students and administrators are well-staffed, and the unit functions as a team. Students and alumni are particularly appreciative of the assistance provided by the staff. The program seems adequately supported. A small reorganization currently underway will better coordinate the admissions functions in support of the new Santa Barbara campus as well as the existing program.		
Recommendations: None.		
C. Fiscal and Physical Resources	Does the program have the budgetary resources needed to support its educational program?	Developed
	Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?	Highly Developed
D. Information Technology and Library	Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	Developed
Comments: As a self-support program, the MBA program fees provide for appropriate program support – while maintaining an affordable program among competition. The Thousand Oaks facilities are very professional, offer free parking, and are organized in a convenient way that facilitates interaction among students, faculty and staff. Technology in the classrooms and faculty areas gives access to teaching and research resources. Faculty are active in scholarship – at a level that is impressive given the teaching and service demands. Director Cordeiro maintains a research productivity expectations of the faculty at a level that would satisfy AACSB standards.		
Recommendations: None.		
E.. Community Involvement and Liaison	If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement.	Developed
Comments: A highly engaged advisory board connects the College and the MBA program to community leaders. This advisory board has focused its efforts on the support of the business school and programs through community interaction and reputation-building as well as connections between students and the community. The Advisory Board organizes speaking events as well as guest speakers to classes. Members of the advisory board speak highly of the program, of Dr. Cordeiro's management, and of the faculty dedication to student success.		
Recommendations: None.		

VI. Advancement of Knowledge and Program Planning

CRITERION FOR REVIEW	INQUIRY	Stage
A. Scholarship	Does the program contribute to the growth and development of scholarship?	Developed
Comments: The faculty engage actively in scholarship, publishing in journals and presenting at conferences, at a rate that is consistent with an AACSB accredited school.		
Recommendations:		
B. Program Planning	Does the program engage in planning activities that identify its academic priorities and their alignment with the division and the University?	Developed
Comments: The administrative team, together with the faculty, work to plan strategically for program growth and development. The new Santa Barbara campus is a stellar example of strategic planning. Santa Barbara presents a logical expansion opportunity for the Channel Islands MBA program. Planning for the new campus reflects an understanding of the resources and strengths of the existing program.		
Recommendations: None.		

VII. Recommendation Concerning Conversion from Pilot to Regular Program Status:

Strongly recommend Conversion to Regular Program Status. This program has shown remarkable growth and maturity in the short five year pilot period.

Submitted by:

Signature:  _____

Date: __November 9, 2010_____